



**VALUE ADDED ASSESSMENT OF TEACHER  
PREPARATION IN LOUISIANA:  
2005-2006 TO 2007-2008**

**BACKGROUND & NEW RESULTS**

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Higher education in Louisiana is leading the nation in linking growth of student learning to teacher preparation programs that prepare new teachers. The Louisiana Board of Regents is currently implementing a Value Added Teacher Preparation Assessment that is a collaborative partnership between the Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education.

The model examines the degree to which the educational attainment of students taught by recent graduates of specific teacher preparation programs either met, failed to meet, or exceeded expectations based on prior achievement and demographic factors as compared to experienced teachers.

The results provide universities and private providers in Louisiana with a unique opportunity to examine the impact of their new and redesigned programs upon the achievement of students in schools. Data rather than assumptions now guide universities as they identify strengths and areas in need of further development.

The new 2008-09 study provides results for eight new/redesigned alternate certification programs and two redesigned undergraduate teacher preparation programs who started implementing their new programs on or before July 1, 2003.

## FINDINGS OF CURRENT STUDY

The following findings in the 2008-09 study are consistent with the 2007-08 results:

- Some teacher preparation programs are preparing new teachers whose teaching effectiveness is equivalent to experienced certified teachers.

- Varying levels of effectiveness exist within teacher preparation programs and across teacher preparation programs.

New findings in the 2008-09 study include the following:

- Teachers who are not content certified are less effective than content area certified teachers. This difference was particularly large for Reading, English-Language Arts, Mathematics, and Social Studies.
- 2007-08 and 2008-09 results are generally consistent within the performance bands for the teacher preparation programs.
- The mixed linear models developed for the content areas shared a great deal in common. The following predictors consistently entered the equations: Prior achievement, special education disability status, Section 504 entitlement, receipt of free/reduced lunch, giftedness, African American, gender, and student absences.

## BACKGROUND

Louisiana first recognized the need to link student achievement to teacher preparation programs when Louisiana's Blue Ribbon Commission for Teacher Quality recommended a Teacher Preparation Accountability System in 2000-2001 that included growth of student learning as one of several variables. The state did not have the capacity to collect and analyze achievement data in this fashion at that time; however, it did have the capacity to create policies to establish a more rigorous teacher certification structure for the State and require universities to redesign all

teacher preparation programs by July 1, 2003 to address new certification policies.

The Office of the Governor, in partnership with the Board of Regents and Board of Elementary and Secondary Education, submitted a proposal and was selected to receive funding (2000-2004) from the U.S. Department of Education to implement a Title II Teacher Quality Enhancement State Grant to redesign and evaluate all teacher preparation programs in Louisiana. The Board of Regents entered into a contract with Southeastern Louisiana University to release Dr. Jeanne Burns (Department of Teacher Education) to oversee the redesign of teacher preparation programs at all public and private universities in Louisiana. In addition, Dr. George Noell, Department of Psychology, Louisiana State University and A&M College was hired to serve as an evaluator for the grant.

All teacher preparation programs were encouraged to think creatively as they used more rigorous standards (e.g., K-12 state content standards, national content standards, state teacher standards, NCATE standards, etc.) to redesign programs to address the new certification requirements. PK-16+ redesign teams composed of college of education, college of arts/sciences/humanities, and district personnel were created and met to redesign the existing programs or create new programs. Once programs were developed, proposals for new/redesigned programs were submitted to the State and national experts interviewed the redesign teams, evaluated the proposals, and made recommendations regarding the approval of the programs. Institutions were required to address all stipulations of the national experts before the programs were recommended for approval to the Board of Regents and Board of Elementary and Secondary Education.

During the interview process, Dr. Noell and Dr. Burns observed the struggles that universities were experiencing in creating authentic assessments to link student learning to new teachers who completed the teacher preparation programs. A meeting was held with former Commissioner of Higher Education E. Joseph Savoie and former

State Superintendent Cecil Picard to propose a pilot study during 2003-04 to create and implement a value added teacher preparation model that used data from 10 school districts in the state. The 10 school districts were piloting a new data system for the Louisiana Department of Education that linked students to their achievement tests to the teachers who taught the students. The Commissioner and State Superintendent agreed to share data and support the pilot.

The Board of Regents provided funding for Dr. Noell to conduct the pilot in 2003-04 and replicate the pilot in 2004-05. In 2005-06 and 2006-07, the Board of Regents provided funding for the study to be expanded to include all school districts, 20 public and private universities, and 2 private providers. The Board of Regents also provided funding to Southeastern Louisiana University for Dr. Burns to be released to work for the Board of Regents to collect university data, gather input from universities as the model was developed, and assist Dr. Noell in the development and use of the model across all universities.

In 2007-08 and 2008-09, the Board of Regents obtained a two year grant from the Carnegie Corporation of New York (that included matching funds from the Board of Regents) for the Louisiana State University research team to conduct additional quantitative research to expand the Value Added Teacher Preparation Assessment Model. In addition, funding was provided for a State Research Team to be created to conduct a qualitative research study to determine why some teacher preparation programs prepared new teachers whose students demonstrated greater growth in learning than experienced teachers in specific content areas. The State Research Team was composed of a researcher from each of the 20 public and private universities and 2 private providers who prepare teachers.

Louisiana's new Commissioner of High Education Sally Clausen and new State Superintendent Paul Pastorek have continued to support the Implementation of the Value Added Teacher Preparation Assessment Model. They now expect

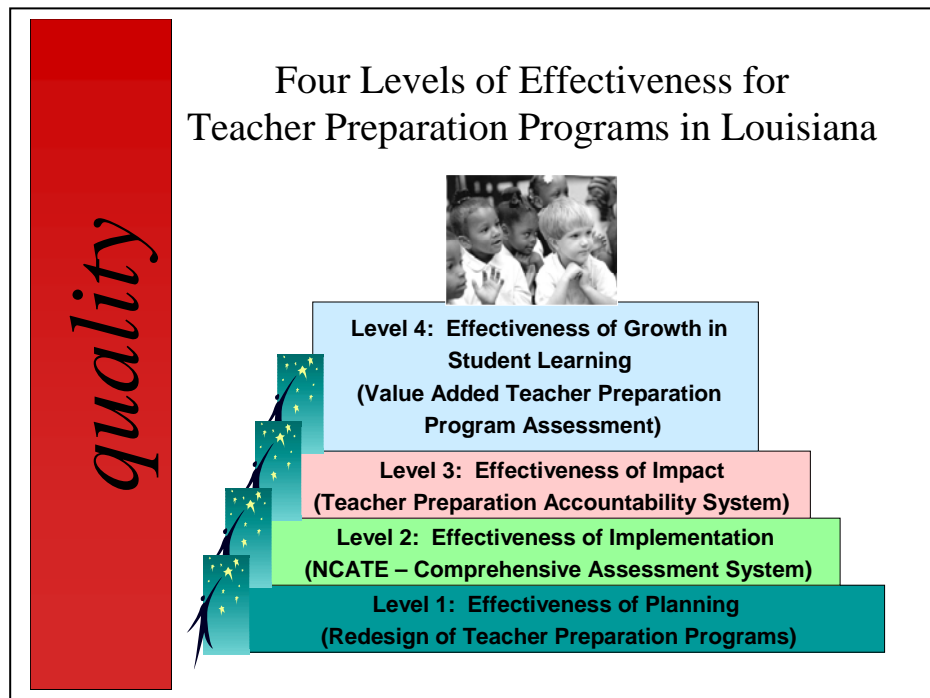


Figure 1: Four Levels of Teacher Preparation Effectiveness in Louisiana.

all universities to address four levels of teacher preparation effectiveness (See Figure 1 and Table 1). The Commissioner of Higher Education and State Superintendent have clearly communicated the importance of new teachers completing quality teacher preparation programs with the knowledge and skills necessary to effectively increase student achievement as they enter schools in Louisiana. Governor Bobby Jindal has also supported the appropriation of funds during 2009-2010 for the Louisiana Department of Education to build upon the model for teacher preparation to create a new value-added model for experienced teachers.

#### VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL

The Value Added Teacher Preparation Assessment 1) predicts growth of student achievement based on prior achievement, demographics, and attendance, 2) assesses actual student achievement, and 3) calculates *effect estimates* that identify the degree to which students taught by new teachers showed achievement similar to students taught by

experienced teachers. The teacher preparation *effect estimates* are based upon multiple new teachers in multiple schools across multiple school districts in the state (See Table 2).

The *predictors* examine student variables, teacher variables, and building variables and differ slightly based upon the content areas (e.g., mathematics, science, social studies, reading, and English/language arts). Table 2 provides a listing of the predictors for each content area.

To be included in the study, all *new teachers* must be first or second year teachers who have 1) completed their teacher preparation program leading to initial certification, 2) received a standard teaching certificate, 3) attained teaching positions in their areas of certification, and 4) completed a teacher preparation program within five years. *Experienced teachers* are all other certified professionals who possess a standard teaching certificate and have taught in their area of certification for two or more years.

The model examines the four pathways to teacher licensure that exist in Louisiana: 1)

Undergraduate Pathway; 2) Alternate Pathway – Master of Arts in Teaching; 3) Alternate Pathway - Practitioner Teacher Program; and 4) Alternate Pathway – Non-Master’s/Certification Only Program. All three alternate pathways require candidates to meet the same entry/exit requirements and require all candidates to address the same standards. The mode of delivery varies.

As a result of the redesign process during 2000-2003, all universities stopped admitting new candidates to pre-redesign programs on July 1, 2003. Candidates who started the pre-redesign programs prior to July 1, 2003 were allowed to complete the pre-redesign programs. Thus, a phase-out period has been occurring for pre-redesign programs while post-redesign programs have been implemented. *Effect estimates* for pre-redesign programs were reported in the 2006-07 Value Added Teacher Preparation Assessment report as baselines. The 2008-09 Value Added Teacher Preparation Assessment report only identifies *effect estimates* for post-redesign programs for alternate and undergraduate teacher preparation programs.

The current study used State achievement data in the areas of mathematics, science, social studies, language arts, and reading for students enrolled in grades 4-9 who attended public schools in Louisiana during a full school year (2005-06, 2006-07, and/or 2007-08). In addition, the study used data for all grades 4-9 teachers in public schools in Louisiana who taught students mathematics, science, social studies, language arts, and/or reading during 2005-06, 2006-07, and/or 2007-08. Please see Table 2 for more specific information about the types of data used for the analysis.

A Hierarchical Linear Model (HLM) was used for the analysis. This is a layered statistical model that is designed to analyze data within natural layers or groups (e.g., students within classes within schools).

## **2008-09 QUANTITATIVE RESEARCH STUDY RESULTS**

Only eight alternate teacher preparation programs and two undergraduate teacher preparation

programs met the criteria for their post-redesign alternate certification programs to be included in the 2008-09 study. It is anticipated that other teacher preparation programs will meet the criteria for inclusion in the study when the results of the 2009-10 Value Added Teacher Preparation Assessment study are released during 2010.

The *effect estimates* for the new teachers were modeled on the scale of the current *iLEAP* and *LEAP-21* achievement tests taken by students in Louisiana. The tests for 2007 and 2008 had a mean of approximately 300 and a standard deviation of approximately 50 across content areas and grade levels. The results reported in Tables 3 and 4 are the mean expected effects for each teacher preparation program in comparison to experienced certified teachers. As an example, an effect estimate of 2.7 would indicate that the average student completing a teacher preparation program at a specific university would score 2.7 points higher (i.e., 302.7) on the state achievement test than students taught by experienced certified teachers. An effect estimate of -3.2 would indicate that the average student completing a teacher preparation program at a specific university would score 3.2 points lower (i.e., 296.8) on the state achievement test than students taught by experienced teachers.

### **Performance Bands**

Five bands of performance were created to focus attention on clusters of performance rather than a continuous ranking of teacher preparation programs. The definitions for the performance bands are listed below.

- *Level 1* – Programs whose *effect estimate* is above the mean effect for experienced teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are more effective than experienced teachers, but this is not necessarily a statistically significant difference.
- *Level 2* – Programs whose *effect estimate* is above the mean effect for new teachers by its standard error of measurement or more. These are programs whose effect is more similar to experienced teachers than new teachers.

- *Level 3* – Programs whose *effect estimate* is within a standard error of measurement of the mean effect for new teachers. These are programs whose effect is typical of new teachers.
- *Level 4* – Programs whose *effect estimate* is below the mean effect for new teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.
- *Level 5* – Programs whose *effect estimate* is statistically significantly below the mean for new teachers.

### **Specific Findings - Alternate Teacher Preparation Programs**

The results for the eight teacher preparation programs in Louisiana that had a sufficient number of new teachers who completed redesigned or new alternate certification programs and met the criteria to be included in the study have been provided in Table 3 and are summarized below.

- *Level 1 and Level 2:* Northwestern State University, University of Louisiana at Monroe, and the New Teacher Project prepared new teachers whose students demonstrated achievement in *four content areas* that were *comparable to or above* the growth of achievement demonstrated by children taught by *certified professionals* who had taught two or more years.
- *Level 2:* Louisiana College prepared new teachers whose students demonstrated achievement in *two content areas* that were *comparable to* the growth of achievement demonstrated by children taught by certified professional who had taught two or more years.

Southeastern Louisiana University and Louisiana State University at Shreveport

prepared new teachers whose students demonstrated achievement in *one content area* (i.e., language arts) that was *comparable* to growth of achievement demonstrated by children taught by *certified professionals* who had taught for two or more years. The language arts content area was the only area in which the two universities had 25 or more new teachers in a single content area that met the requirements for inclusion in the study.

- *Level 3:* Six teacher preparation programs (Louisiana College, Louisiana Resource Center for Educators, Northwestern State University, The New Teacher Project, University of Louisiana at Lafayette, University of Louisiana at Monroe) prepared new teachers whose students demonstrated achievement in *one or more content area* that was *comparable to other new teachers*.
- *Level 4:* The University of Louisiana at Lafayette and the Louisiana Resource Center for Educators each had *one content area* where student achievement was *less than that of new teachers*.

### **Specific Findings - Undergraduate Teacher Preparation Programs**

The results for the two teacher preparation programs in Louisiana that had a sufficient number of new teachers who completed redesigned undergraduate programs and met the criteria to be included in the study have been provided in Table 4 and are summarized below.

- *Level 3:* Both Louisiana State University and the University of Louisiana at Lafayette undergraduate teacher preparation programs prepared new teachers whose students demonstrated achievement in one or more content area that was *comparable to other new teachers*.
- *Level 4:* The University of Louisiana at Lafayette had *one content area* where

student achievement was *less than that of new teachers*.

## QUALITATIVE RESEARCH STUDY

A State Qualitative Research Team met during 2007-09 to gather data to answer the question: *Why do students taught by new teachers from some teacher preparation programs demonstrate greater growth in learning than students taught by new teachers from other teacher preparation programs?* The research team has collected data from all 20 universities and 2 private providers in the state pertaining to the teacher preparation curriculum in reading and mathematics, teacher preparation program structure, teacher preparation faculty attributes, and program completion attributes. In addition, the team has collected data from 1) new teachers and their mentors pertaining to perceptions of how well the universities and private providers prepared new teachers to address the state standards for teachers; 2) new teachers and their mentors pertaining to perceptions about the teachers' dispositions; 3) new teachers as they responded to open ended questions about their preparation and support. The results of the qualitative study will be reported to the Board of Regents at their monthly meeting during September 2009.

## CONCLUSION

Louisiana is the first state to redesign all teacher preparation programs and then use a Value Added Teacher Preparation Assessment to examine the impact of their new programs upon the achievement of students in grades 4-9. The results have clearly shown that there are differences in effectiveness across teacher preparation programs. Data show that while students who have new teachers generally achieve less than students taught by veterans, some programs are producing new teachers who are as effective as veterans when they complete preparation. Data also show that it is possible for teacher preparation programs to prepare new teachers who are effective in several content areas (e.g., mathematics, social studies, reading, and language arts) and less effective in one content area (e.g., science).

The value added model does not clarify what changes would strengthen specific teacher preparation programs; however, it does identify the content areas where changes are needed. As the state's qualitative research team develops a richer understanding of why some programs are demonstrating greater effectiveness in specific content areas, all programs will benefit from the analysis as they strive to further enhance their individual programs. The end result for all teacher preparation programs in the state should be new teachers who are more effective when they complete their program of preparation and higher achieving students in schools.

## ADDITIONAL INFORMATION

More in-depth information pertaining to the new study can be found at the following URL in a 33 page technical report entitled: *Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008*.

<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm> .

Copies of technical reports for the 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 value added studies are also available on the web site.

*Please contact Dr. George Noell ([gnoell@lsu.edu](mailto:gnoell@lsu.edu)), Dr. Jeanne M. Burns ([jeanne.burns@la.gov](mailto:jeanne.burns@la.gov)), or Dr. Kristin Gansle ([kgansle@lsu.edu](mailto:kgansle@lsu.edu)) for additional information.*

**TABLE 1**

**LOUISIANA’S TEACHER PREPARATION PROGRAMS:  
FOUR LEVELS OF EFFECTIVENESS**

<b>LEVELS</b>	<b>OUTCOMES</b>
<p><b>LEVEL 4: Effectiveness of Growth in Student Learning</b> <i>(Value Added Teacher Preparation Program Assessment)</i></p>	<p>A Value Added Teacher Preparation Program Assessment Model was developed during 2003-2004. The model examines the effectiveness of teacher preparation programs in preparing new teachers whose students demonstrate academic growth. The model was piloted during 2003-2004 and 2004-2005 using achievement data of students in grades 4-9 within 10 school districts. The model was then piloted during 2005-2006 and 2006-07 using achievement data of students in grades 4-9 in all school districts and data for all public and private teacher preparation programs in Louisiana. Available results for the teacher preparation programs and names of the teacher preparation programs have been released to the public each year since October 2007.</p>
<p><b>LEVEL 3: Effectiveness of Impact</b> <i>(Teacher Preparation Accountability System)</i></p>	<p>All public and private teacher preparation programs in Louisiana are assigned Teacher Preparation Performance Scores and labels on an annual basis as part of the Teacher Preparation Accountability System. Universities with labels of Exemplary and High Performing are provided monetary rewards. Universities that are assigned labels of At-Risk or Low Performing move into Corrective Action. <i>(Note: Due to Hurricane Katrina and Hurricane Rita impacting schools and universities in the New Orleans area, new baselines are now needed for the Quantity Index. The state’s Blue Ribbon Commission for Educational Excellence has revised the system and it will be piloted.)</i></p>
<p><b>LEVEL 2: Effectiveness of Implementation</b> <i>(NCATE)</i></p>	<p>100% of the established public universities in Louisiana have successfully addressed national standards for teacher preparation and are accredited by the National Council for Accreditation of Teacher Education (NCATE). All established private universities in Louisiana have attained NCATE accreditation. Two new public and private universities are now pursuing national accreditation. All teacher preparation programs have developed comprehensive assessment systems.</p>
<p><b>LEVEL 1: Effectiveness of Planning</b> <i>(Redesign of Teacher Preparation Programs)</i></p>	<p>All public and private universities in Louisiana with teacher preparation programs redesigned their PK-3, 1-5, 4-8, 6-12, and K-12 programs and successfully developed comprehensive plans to recruit, prepare, and support new teachers. These programs were jointly developed by College of Education, College of Arts/Sciences, and district personnel. The programs were aligned with state K-12 content standards and state teacher standards and evaluated by national experts. All public and private universities are now implementing the new plans after receiving final approval from the Board of Regents and Board of Elementary and Secondary Education.</p>



**TABLE 2**

**VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL  
BASIC ELEMENTS OF 2005-06 TO 2007-08 STUDIES**

<b>Element</b>	<b>Description</b>
<b>Size of Data Base</b>	Data for public schools, new and experienced teachers, and students in 70 school districts in Louisiana were used to calculate the <i>effect estimates</i> . Data were drawn from the 2004, 2005, 2006, 2007, and 2008 student assessments to examine the 2005-06, 2006-07, and 2007-08 school years. Across content areas and years approximately 162,500 to 237,000 students contributed to the analyses for each content area per year. These students were taught by approximately 5,100 to 7,300 teachers in 1,050 to 1,250 schools per year.
<b>Student Inclusion Requirements for Data</b>	To be included in the study, students had to be promoted the previous year, be taught by the same teacher(s) for the entire year, and have completed standardized tests in grades 4-9 for mathematics or English Language Arts or grades 4-8 for science and social studies.
<b>Teacher Preparation Program Data</b>	Title II and state data for teacher preparation program completers from 14 public universities, 6 private universities, and 2 private providers were used in the data analysis.
<b>Content Achievement Areas</b>	Data were used from the <i>i-LEAP</i> and <i>LEAP-21</i> for student achievement in mathematics, science, social studies, reading, and language arts.
<b>Pathways to Certification</b>	Data were used for new teachers completing undergraduate teacher preparation programs and three separate alternative certification programs for initial certification as a teacher.
<b>Minimum Number of New Teachers for Analysis</b>	For a teacher preparation program to be included in the study in a content area, the program had to have 25 or more new teachers from the current (redesigned) program who were teaching in their area of certification and who had remained with the students for the full academic year.
<b>Pre-Redesign Programs &amp; Post-Redesign Programs</b>	Pre-redesign programs are teacher preparation programs that admitted students prior to July 1, 2003. Post-redesign programs are all state approved new or state approved redesigned programs that have been implemented since July 1, 2003. This report only includes data for post-redesign programs.
<b>Predictors</b>	<p><b>Mathematics:</b></p> <p><i>Student Variables:</i> Gender (Male); African American; Asian American; Native American; Limited English Proficiency; Speech and Language; Mild Mental Retardation; Specific Learning Disability; Other Health Impaired; Special Education – Other; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test</p> <p><i>Classroom Variables:</i> Teacher Absences; % Special Education; % Free Lunch; % Reduced Price Lunch; % Minority; % Section 504</p> <p><i>Building Variables:</i> % Section 504; % Free Lunch; Mean Prior Year Mathematics Test; Mean Prior Year Science Test; Mean Prior Year Reading Test</p> <p><b>Science:</b></p> <p><i>Student Variables:</i> Gender (Male); African American; Emotionally Disturbed; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Speech and Language; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test</p> <p><i>Classroom Variables:</i> Teacher Absences; % Free Lunch; % Section 504</p> <p><i>Building Variables:</i> % Free Lunch; % Section 504; Mean Prior Year Science Test</p>

**TABLE 2**

**VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL  
BASIC ELEMENTS OF 2005-06 TO 2007-08 STUDIES (CONT'D.)**

<b>Elements</b>	<b>Descriptions</b>
<b>Predictors (Cont'd.)</b>	<p><b><i>Social Studies:</i></b></p> <p><i>Student Variables:</i> Gender(Male); African American; Asian American; Hispanic American; Section 504; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Gifted; Student Absences; Free Lunch; Reduced Price Lunch; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test</p> <p><i>Classroom Variables:</i> Teacher Absences; % Section 504; % Free Lunch; % Limited English Proficiency.</p> <p><i>Building Variables:</i> % Section 504; % Free Lunch; Mean Prior year Science Test; Mean Prior Year Social Studies Test</p> <hr/> <p><b><i>Language Arts:</i></b></p> <p><i>Student Variables:</i> Gender (Male); African American; Asian American; Limited English Proficiency; Emotionally Disturbed; Speech and Language; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Special Education – Other; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; prior Year Reading Test; Prior Year Science Test; Prior year Social Studies Test; Prior Year English-Language Arts Test</p> <p><i>Classroom Variables:</i> Teacher Absences; % Section 504; % Gifted; % Gender (Male; Men Prior Year Social Studies Test</p> <p><i>Building Variables:</i> % Free Lunch; Mean Prior Year Reading Test; Mean prior Year English-Language Arts Test; Mean Prior Year Science Test</p> <hr/> <p><b><i>Reading:</i></b></p> <p><i>Student Variables:</i> Gender(Male); African American; Limited English Proficiency; Mild Mental Retardation; Other Health Impaired; Speech and Language; Specific Learning Disability; Special Education-Other; Gifted; Section 504; Student Absences; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year English-Language Arts Test; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test</p> <p><i>Classroom Variables:</i> % Minority; % Special Education; % Section 504; % Free Lunch</p> <p><i>Building Variables:</i> % Free Lunch; Mean Prior Year Reading Test; Mean Prior Year Science Test</p>

**TABLE 3**

**POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS  
TEACHER PREPARATION EFFECT ESTIMATES  
2005-06 TO 2007-08 ACADEMIC YEARS**

<b>Performance Bands</b>	<b>Mathematics</b>	<b>Science</b>
<b>Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.</b>	<b>The New Teacher Project</b> Practitioner Teacher Program <i>Effect Estimate: 5.7 (4.0, 7.4)</i>	<b>Northwestern State University</b> Practitioner Teacher Program <i>Effect Estimate: 3.7 (1.8, 5.6)</i>  <b>University of LA – Monroe</b> Master of Arts in Teaching – Alt. Cert. <i>Effect Estimate: 2.2 (0.0, 4.4)</i>
<b>Level 2: Programs whose effect is more similar to experienced teachers than new teachers.</b>		<b>The New Teacher Project</b> Practitioner Teacher Program <i>Effect Estimate: 0.9 (-1.3, 3.1)</i>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<p><b>Northwestern State University</b> Practitioner Teacher Program <i>Effect Estimate: -0.2 (-3.2, 2.8)</i></p> <p><b>University of LA – Monroe</b> Master of Arts in Teaching – Alt. Cert. <i>Effect Estimate: -1.0 (-2.9, 0.9)</i></p> <p><b>University of LA – Lafayette</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: -2.2 (-3.9, -0.6)</i></p> <p><b>Louisiana Resource Center for Educators</b> Practitioner Teacher Program <i>Effect Estimate: -2.9 (-4.6, -1.2)</i></p> <p><b>Louisiana College</b> Practitioner Teacher Program <i>Effect Estimate: -3.4 (-5.4, -1.4)</i></p> <p align="center"><i>Mean for New Teachers Effect Estimate: -2.7</i></p>	<p><b>Louisiana College</b> Practitioner Teacher Program <i>Effect Estimate: -1.4 (-3.7, 0.9)</i></p> <p><b>Louisiana Resource Center for Educators</b> Practitioner Teacher Program <i>Effect Estimate: -1.8 (-3.2, -0.4)</i></p> <p><b>University of LA – Lafayette</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: -3.1 (-5.2, -1.0)</i></p> <p align="center"><i>Mean for New Teachers Effect Estimate: -1.4</i></p>
<b>Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.</b>		
<b>Level 5: Programs that are statistically significantly less effective.</b>		

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

**TABLE 3**

**POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS  
TEACHER PREPARATION EFFECT ESTIMATES  
2005-06 TO 2007-08 ACADEMIC YEARS (CONT'D.)**

<b>Performance Bands</b>	<b>Language Arts</b>	<b>Reading</b>
<b>Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.</b>		<b>The New Teacher Project</b> Practitioner Teacher Program <i>Effect Estimate: 4.1 (1.2, 7.0)</i>
<b>Level 2: Programs whose effect is more similar to experienced teachers than new teachers.</b>	<p><b>University of LA – Monroe</b> Master of Arts in Teaching – Alt. Cert. <i>Effect Estimate: 2.6 (-0.2, 5.4)</i></p> <p><b>Louisiana State University - Shreveport</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: 2.4 (-0.8, 5.6)</i></p> <p><b>The New Teacher Project</b> Practitioner Teacher Program <i>Effect Estimate: 2.0 (-0.4, 4.4)</i></p> <p><b>Southeastern Louisiana University</b> Master of Arts in Teaching – Alt. Cert. <i>Effect Estimate: 1.9 (-0.7, 4.5)</i></p> <p><b>Louisiana College</b> Practitioner Teacher Program <i>Effect Estimate: 1.6 (-0.9, 4.1)</i></p> <p><b>Northwestern State Univ.</b> Practitioner Teacher Program <i>Effect Estimate: -0.4 (-2.6, 1.8)</i></p>	<p><b>Louisiana College</b> Practitioner Teacher Program <i>Effect Estimate: 1.2 (-0.9, 3.5)</i></p> <p><b>Northwestern State University</b> Practitioner Teacher Program <i>Effect Estimate: 0.4 (-1.8, 2.6)</i></p> <p><b>University of LA – Monroe</b> Master of Arts in Teaching – Alt. Cert. <i>Effect Estimate: 0.2 (-2.3, 2.7)</i></p>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<p><b>Louisiana Resource Center for Educators</b> Practitioner Teacher Program <i>Effect Estimate: -2.7 (-4.4, -1.0)</i></p> <p style="text-align: center;"><i>Mean for New Teachers</i> <i>Effect Estimate: -2.9</i></p>	<p><b>University of LA – Lafayette</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: -2.9 (-4.8, -0.9)</i></p> <p style="text-align: center;"><i>Mean for New Teachers</i> <i>Effect Estimate: -2.8</i></p>
<b>Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.</b>	<b>University of LA – Lafayette</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: -4.9 (-6.7, -3.1)</i>	<b>Louisiana Resource Center for Educators</b> Practitioner Teacher Program <i>Effect Estimate: -6.3 (-8.3, -4.3)</i>
<b>Level 5: Programs that are statistically significantly less effective.</b>		

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

**TABLE 3**

**POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS  
TEACHER PREPARATION EFFECT ESTIMATES  
2005-06 TO 2007-08 ACADEMIC YEARS (CONT'D.)**

<b>Performance Bands</b>	<b>Social Studies</b>
<b>Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.</b>	
<b>Level 2: Programs whose effect is more similar to experienced teachers than new teachers.</b>	<p><b>University of LA – Monroe</b> Master of Arts in Teaching – Alt. Cert <i>Effect Estimate: 1.4 (-0.6, 3.4)</i></p> <p><b>Northwestern State University</b> Practitioner Teacher Program <i>Effect Estimate: -0.4 (-2.0, 1.2)</i></p>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<p><b>Louisiana College</b> Practitioner Teacher Program <i>Effect Estimate: -2.8 (-5.4, -0.2)</i></p> <p><b>University of LA – Lafayette</b> Non-Masters/Certification Only Alt. Cert. <i>Effect Estimate: -2.8 (-5.3, -0.3)</i></p> <p><b>Louisiana Resource Center for Educators</b> Practitioner Teacher Program <i>Effect Estimate: -3.0 (-5.3, -0.7)</i></p> <p><b>The New Teacher Project</b> Practitioner Teacher Program <i>Effect Estimate: -3.1 (-6.2, 0.1)</i></p> <p style="text-align: center;"><i>Mean for New Teachers Effect Estimate: -2.1</i></p>
<b>Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.</b>	
<b>Level 5: Programs that are statistically significantly less effective.</b>	

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

**TABLE 4**

**POST-REDESIGN UNDERGRADUATE CERTIFICATION PROGRAMS  
TEACHER PREPARATION EFFECT ESTIMATES  
2005-06 TO 2007-08 ACADEMIC YEARS**

<b>Performance Bands</b>	<b>Mathematics</b>	<b>Science</b>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<b>Louisiana State University</b> Undergraduate <i>Effect Estimate: -2.5 (-4.3, -0.7)</i>  <b>University of LA – Lafayette</b> Undergraduate <i>Effect Estimate: -4.3 (-6.4, -2.2)</i>  Mean for New Teachers <i>Effect Estimate: -2.7</i>	<b>University of LA – Lafayette</b> Undergraduate <i>Effect Estimate: -0.8 (-2.5, 0.9)</i>  Mean for New Teachers <i>Effect Estimate: -1.4</i>

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

<b>Performance Bands</b>	<b>Language Arts</b>	<b>Reading</b>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<b>Louisiana State University</b> Undergraduate <i>Effect Estimate: -3.7 (-6.0, -1.4)</i>  Mean for New Teachers <i>Effect Estimate: -2.9</i>	<b>University of LA – Lafayette</b> Undergraduate <i>Effect Estimate: -2.8 (-4.1, -1.5)</i>  Mean for New Teachers <i>Effect Estimate: -2.8</i>
<b>Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.</b>	<b>University of LA – Lafayette</b> Undergraduate <i>Effect Estimate: -4.7 (-6.2, -3.2)</i>	

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

<b>Performance Bands</b>	<b>Social Studies</b>
<b>Level 3: Programs whose effect is comparable to new teachers.</b>	<b>University of LA – Lafayette</b> Undergraduate <i>Effect Estimate: -3.1 (-4.6, -1.6)</i>  Mean for New Teachers <i>Effect Estimate: -2.1</i>

**Note:** The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.